



**Ontario eSecondary School  
Course Outline  
2019-2020**

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| <b>Course Title: Career Studies</b>  |                          |
| <b>Course Code: GLC20</b>  |                          |
| <b>Course Type: Open</b>   |                          |
| <b>Grade: 10</b>   |                          |
| <b>Credit Value: 0.5</b>   |                          |
| <b>Prerequisites: None</b>   |                          |
| <b>Department: Guidance and Career Education</b>   |                          |
| <b>Course developed by:<br/>Sarrah Beemer</b>  | <b>Date: August 2019</b> |
| <b>Length: One Semester</b>  | <b>Hours: 55</b>         |
| <b>Course based on Ministry curriculum document:</b> <ul style="list-style-type: none"> <li>● <i>The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006 (Revised 2019)</i></li> <li>● <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li> <li>● <i>Learning for All (2013)</i></li> </ul> |                          |

**ONTARIO eSECONDARY SCHOOL**  
**Course Outline – Career Studies, Grade 10 (GLC20)**  
**Department: Guidance and Career Education**

***Course Description:***

The expectations for this course are organized into three distinct but related strands. Strand A, which focuses on developing the skills and habits students need for success in planning and in meeting their goals, must not be seen as independent of the other strands: Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations in strands B and C, and students' achievement of the expectations in strand A must be assessed and evaluated throughout the course.

***Overall Curriculum Expectations***

Strand A: Developing the Skills, Strategies, and Habits Needed to Succeed

***Skills, Strategies, and Habits That Contribute to Success***

Throughout this course, students will:

- demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance
- demonstrate an understanding of the importance of resilience and perseverance in school, life, and work – why it is helpful to acquire skills for adapting to change, persevering in the face of adversity, learning from mistakes, and thinking positively about setbacks – and analyse how developing resilience and perseverance can help them in all areas of their lives
- identify a range of strategies to help manage stress and achieve and maintain a healthy school/life/work balance, and explain how they have used such strategies in their lives so far and how they might apply them in the future

***Decision-Making Strategies and Goal Setting***

- apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process
- apply various decision-making strategies as they set personal, social, educational, and career/life goals, then evaluate and revise those goals based on what they learn about themselves during this course
- reflect on and document the process of developing and revising goals, commenting on the effectiveness of the strategies they have used in the process and identifying areas where more work may be needed

**Strand B: Exploring and Preparing for the World of Work**

***Exploring Work Trends and the Importance of Transferable Skills***

By the end of this course, students will:

- demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of

those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today

- identify some recent and evolving technological, economic, and social trends that have influenced the world of work, both locally and globally, noting their impact on the kind of work we do and how we do it as well as on workers' rights and responsibilities, and analyse the possible impact of those trends on their own choices now and in the future
- explain how transferable skills are developed through school, extracurricular, and/or community experiences, and analyse how they contribute to a person's readiness for future educational, life, and work opportunities and to their career development
- reflect on how the transferable skills they have developed so far have aided them in their learning and in life, and identify the skills that they may need to develop further

### ***Preparing for Future Opportunities***

- develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities
- investigate their own interests, values, skills (including transferable skills), strengths, and areas that require further development, documenting their insights in a personal profile
- identify factors and conditions other than an individual's strengths, interests, and needs that inform education and career/life choices, and explain which of these factors may be influencing their own decisions
- explain how digital media use and a social media presence can influence their education and career/life opportunities, while at the same time demonstrating an understanding of the importance of managing their personal information and protecting their privacy online
- analyse the role of networking, including traditional and online social networking, in exploring and securing education and career/life opportunities

### ***Identifying Possible Destinations and Pathways***

- taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations
- use a research process to identify and compare a few postsecondary options that suit their aspirations, skills, interests, values, and personal circumstances
- identify the pathways towards their preferred destinations, including the courses and/or specialized programs that lead to the destination and meet the requirements for a secondary school certificate or diploma, as well as the supports available at school and in the community that can enhance their secondary education

## **Strand C: Planning and Financial Management to Help Meet Postsecondary Goals**

### ***Creating a Postsecondary Plan***

By the end of this course, students will:

- develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors
- select and organize information related to the postsecondary options that best suit their specific interests, values, strengths, and aspirations to refine their goal(s) for their first postsecondary year
- develop a plan that identifies steps and strategies for working towards their initial postsecondary goal(s), addressing potential opportunities and challenges
- use effective and appropriate forms, media, and styles to communicate their skills, experience, and achievements to prospective mentors, program administrators, employers, community organizations, scholarship funders, or investors

### ***Budgeting and Financial Management***

- demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year describe fundamentals of financial responsibility, assessing the benefits of a variety of savings options and exploring planning tools available through financial institutions and other avenues
- compare different forms of borrowing and identify some of the risks and benefits associated with each
- identify key considerations related to preparing a personal budget, and apply them in developing a budget for their first postsecondary year

### ***Outline of Course Content***

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

### **Unit 1: Skills/Strategies to Contribute to Success (20 hours)**

In this unit, students will explore various skills and strategies that contribute to their success. They will look at decision making, goal setting, and how to set a plan for finishing high school and moving on potential post-secondary options (the workplace, college, university, skilled trade). Students will evaluate and apply the

personal-management skills and characteristics needed for success. In addition to this, students will demonstrate effective use of interpersonal skills.

**Unit 2: Exploring/Preparing for the World of Work (15 hours)**

In this unit, students will go on an exploration of opportunities. Students will use a research process to locate and select relevant career information. They will identify current trends in society in regards to careers. Students will identify a broad range of options for present and future learning, work, and community involvement.

**Unit 3: Planning and Financial Management to Help Meet Postsecondary Goals (10 hours)**

In this unit, students will take what they know about themselves and apply it to figuring out what they are going to do with their lives. It does so through the use of another simulation. Students look at post-secondary planning, careers as lives and careers as jobs. Trends and transitions in the workforce are also examined. Students will also explore the importance of planning and financial management and create a budget to help them plan for their future.

**Final Culminating Activity: Portfolio Assignment, Mock Interview, and Presentation (10 hours)**

For their final task, students will complete a final portfolio assignment with various assessment tasks. They will present their information and have a mock interview as part of their final presentation. This task will be worth 30% of their final grade.

**Total: 55 Hours**

### **Achievement Categories**

Marking schemes and rubrics used for evaluation is organized to include the four achievement categories. Student work is evaluated under the following categories:

| <b>Category</b>         | <b>Weight</b> |
|-------------------------|---------------|
| Knowledge/Understanding | 21%           |
| Thinking/Inquiry        | 14%           |
| Communication           | 21%           |
| Application             | 14%           |

Culminating Project 30%

## Final Course Evaluation

Seventy per-cent of the grade will be based on assessments and evaluations conducted throughout the course.

Thirty per-cent of the grade will be based on a final evaluation in the form of a culminating project and interview/presentation

### Unit 1

| AAL   | AFL                         | AOL   |
|---|-----------------------------|---|
| Self-reflection (1.2)<br>Handout (1.3)<br>16 Personalities Handout (1.4)<br>Entrepreneurship Handout (1.5)<br>Entrepreneurship Worksheet (1.5)<br>University Scavenger Hunt (1.5)<br>College Scavenger Hunt (1.5)<br>Skills and Value Package (1.6)<br>Goal Setting Worksheet (1.8)<br>(AAL) Top 10 Goals Worksheet (1.8) | (AFL) Reflection Task (1.1) | Success Interview Assignment (1.6)<br>Goal Setting Assignment (1.8) |

### Unit 2

| AAL   | AFL  | AOL  |
|---|--|--|
| National Occupation Classification Database Handout (2.1)<br>Exploring Careers (2.2)<br>Career Exploration Worksheet (2.2)<br>Working in Canada (2.3) | My Dream Job Part 1 (2.1)<br>My Dream Job Part 2 (2.1)<br>My Dream Job Parts 3, 4, and 5 (2.1) | My Dream Job Final Assessment and Presentation (2.4)<br><br>Career Fair Presentation and Oral Presentation (2.4) |

### Unit 3

| AAL                                  | AFL   | AOL                          |
|--------------------------------------|---|------------------------------|
| Credit Card Research Worksheet (3.2) | Reaching your Goal (3.1)<br>Credit Crossroads Worksheet (3.2)<br>Budget Busters Worksheet (3.3) | Creating my own budget (3.3) |

### Unit 4

Final Culminating Activity is worth 30% of your final grade.  
There is no final exam.

## **Achievement Policy**

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

Seventy per-cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

Thirty per-cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

**GrowingSuccess. Assessment, Evaluation and Reporting in Ontario Schools. 2010**

## **Some Considerations for Program Planning in Guidance and Career Education**

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

### **Antidiscrimination Education in Guidance and Career Education**

The guidance and career education curriculum is designed to help students acquire the habits of mind essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These involve respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights

privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship.

### **Literacy, Numeracy, and Inquiry/Research Skills**

Success in all their secondary school courses depends in large part on students' literacy skills. Many of the activities and tasks students undertake in guidance and career education involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. The language of guidance and career education includes special terms that are recognized as belonging to this field. Study in these courses will thus encourage students to use language with greater care and precision so that they are able to communicate effectively.

### **The Ontario Skills Passport and Essential Skills**

Teachers planning programs in guidance and career education need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school-work connections. The OSP provides clear descriptions of essential skills such as reading, writing, computer use, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

### **Health and Safety in Guidance and Career Education**

In addition to taking all possible and reasonable steps to ensure the physical safety of students, teachers must also address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act and be able to function in an environment free from abuse and harassment. They need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with regard to all forms of abuse and harassment.

### **The Role of Technology in Guidance and Career Education**

ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access resources that provide current labour market information, statistics and trends, occupational data, community agency information, apprenticeship information, and a host of options for exploring work, learning, and career opportunities locally, nationally, and internationally. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

### ***Considerations for Program Planning***

#### **Planning English Programs For Students With Special Education Needs**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

#### **Program Considerations for English Language Learners**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

#### **Accommodations**

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations:* such as preferential seating or special lighting.
- *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.